

Coming and Past Events . . .

Intergenerational Citizenship and Service Learning



(L to R) Student Karina Salas, Farragut Career Academy High School, and Senator Paul Simon, Public Policy Institute, SIUC, lead an intergenerational discussion on Citizenship and Service Learning. Carolyn Periera, Constitutional Rights Foundation chaired the meeting and Ambassador John Koldek welcomed the group to DePaul University. Karina Salas, presented the youth view of service learning.

The first dialogue in the Citizenship and Service Learning Series was led by Senator Paul Simon at DePaul University on December 6. Senator Simon brought many of his experiences to the discussion and commended the participants for their interest in citizenship. The discussion was woven around ideas, such as how generations can join forces to promote citizenship, how young people can link with older generations to strengthen our democracy, and how all ages can preserve the greatest generation. The event was sponsored by the P-16 Task Force for Service Learning, the partners of the Intergenerational Initiative, the Constitutional Rights Foundation, the League of Women Voters, and the Public Policy Institute, SIUC

COMING APRIL 27, 2001

Next in the Citizenship and Service Learning Series

Dialogue with
Senator Emil Jones and
Dr. Samuel Betances on
Diversity

11:30 a.m. to 12:45 p.m.

hosted by the
Chicago Educational Alliance
at Roosevelt University

For information, call
312-341-4346

www.mccoy.lib.siu.edu/p16

COMING MARCH 23, 2001

New Partnerships for a New Millenium Service Learning P to 16+

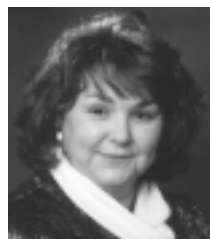
The Illinois K-12 Learn and Serve program and Illinois Campus Compact will cosponsor a service-learning conference at Illinois State University in Normal. Keynote speakers are **Jeffrey Anderson**, Preservice Educator, Seattle University and **Robert Schumer**, Director, National Service Learning Clearinghouse. Fee is \$50 and \$20 for students.

For further information, contact Jim Zabel, the Illinois Resource Center, (847) 803-3535, or by mail: Service Learning Conference, Illinois Resource Center, 1855 Mt. Prospect Road, Des Plaines, IL 60018 or jzabel@irc-desplaines.org
www.isbe.il.state.us/learnserve/default.htm



Learn and Serve is a funding program through the Illinois State Board of Education (ISBE) with the goal of linking classroom curricula with the real world through service activities. Contact Gary Greene 312-814-3606 or ggreene@isbe.net, www.isbe.il.state.us/learnserve/htm

Illinois Campus Compact is a coalition of 26 colleges and universities committed to increasing campus-wide participation in community and public service and integrating community service as a valued element of undergraduate education. Contact Kathy Engelken, 309-438-8123, kengvp@aol.com



Kathy Engelken,
Exec. Director, IL
Campus Compact



Gary Greene, Learn
and Serve, IL State
Board of Education

COMING THIS SPRING

P-16+ Service Learning Symposia

University and community college presidents and regional superintendents are jointly convening service learning symposia to strengthen the ties between their organizations and to discuss the potential for service learning as a way to address educational priorities, such as the IL Learning Standards.

Coming Soon:

March 12: Black Hawk College, Moline

March 29: SIU-Edwardsville

April 10: Governors State, South Suburbs

April 12: College of Lake County

April 17: McHenry County College

Spring: Rockford College

September 21: Chicago Educational Alliance

In the planning process:

Oakton Community College

Millikin University

University of Illinois Springfield

Highland Community College

Eastern Illinois University

Also see pgs.10 to 13 for the three symposia held this fall and winter..

Contact Jane Angelis, 618-453-1186,
www.mccoy.lib.siu.edu/p16

Coming and Past Events . . .

INTERGENERATIONAL WEEK

Fred Ramstedt

Intergenerational Week was the result of a 1990 newspaper story written by 9-year-old Devin Cecil-Wishing from San Francisco. He won a contest for his story about a huge fish that he caught, one much bigger than Jonah's whale.

I wrote to congratulate Devin on winning the contest and for his vivid imagination. Writing that letter almost ten years ago brought this 84 year-old man a satisfying intergenerational feeling. That was the beginning of intergenerational week.

During the next few months contacted people and organizations and found support for the idea of Intergenerational Week. The San Francisco Conservatory of Music provided an "Intergenerational Week Song," a pledge was written, and a logo was prepared by a graphic artist. Intergenerational Week begins on the third Sunday in May which is between Mother's Day and Father's Day.

Bringing generations together makes the world better whether meeting in a neighborly intergenerational week celebration or an informal gathering. It has such potential!

Picture the future. After some years of intergenerational week celebrations, we will be more inclined to find solutions to our problems and develop a community family attitude. Generations joining together it is win/win.



Devin Cecil-Wishing and Fred Ramstedt and enjoying a moment together while planning Intergenerational Week in 1993. Fred Stamstedt is a 94-year-old intergenerational advocate and writer. His new book "Celebrating the Generations: Intergenerational Week Guidebook, is available from Generations United, 202-638-1263 or FAX 202-638-7555

Intergenerational Pledge

I pledge:

- To respect, and not judge, the ways of other ages
- To extend intergenerational cordiality beyond acquaintances and family
- To promote intergenerational harmony throughout my community.

COMING MAY 3-4, 2001

"Beyond the Ordinary"

Illinois Conference on Volunteer Administration

Naperville will be the setting for the annual conference of the Illinois Conference on Volunteer Administration. The conference will take you "Beyond the Ordinary."

This year's conference will provide the opportunity for professional volunteer administrators to gather and address today's volunteer administration issues through sharing wisdom and experiences.

Conference sessions will provide a variety of opportunities for new and experienced professional volunteer administrators to expand their skills. To learn more about the conference visit <http://www.icova.org> or contact Gary Van Deurse, Adler Planetarium & Astronomy Museum, 312-322-0514, or gvandeurse@orbit.adler.uchicago.edu

The conference will be held at the Lisle-Naperville Hilton.

COMING MAY 13-19, 2001

Intergenerational Week in Illinois

The Illinois Department on Aging will celebrate Intergenerational Week, May 13-19, 2001 by providing a statewide satellite broadcast, "Intergenerational Dialogue: A Problem Solving Tool," in collaboration with University of Illinois Extension Services and the Illinois State Library System. For information, contact Aaron Wayne at the Illinois Department on Aging (217)558-4165 or aaron.wayne@aging.state.il.us.



Connecting Civic Involvement with Academic Achievement

Jane Angelis, Editor

During the Great Flood of 1993, students filled and stacked sandbags to hold back the rising Mississippi. Besides getting sore backs and aching muscles, they learned from the flood. In their service-learning classroom, the students calculated the amount of the sand in sandbags, precipitation, water levels, and the force on the levees. They wrote in their journals about animals frantically swimming and houses filled with water. Some students interviewed senior citizens who had lived through several floods to ask, "Why do you stay? Their simple answer, "This is our home," evoked great discussion.

Such is service learning, an instructional strategy that opens classroom doors to enrich the curriculum with the real world and connects students to their community. Service

learning engages students in meaningful lessons with math, writing, reading, and communication. Like a knight of old, P-16+ service learning weaves golden connections of civic involvement between all levels of education.

P-16+ service learning may seem a complex idea at first glance, but it is common sense when looked at one piece at a time. First, "service learn-

ing" is an instructional strategy that blends community service with academic learning. In other words, service is a part of the curriculum. The setting for service learning doesn't have to be something as dramatic as a flood; it can be a hospital, housing development, nursing home, another classroom, or wherever students find a connection to their curriculum.

Second, the "P-16" in P-16+

What is P-16+ Service Learning?

First, "service learning" is an instructional strategy that blends community service with academic learning. Emphasis is placed on reflection, active student participation, and connecting the curriculum to the real world.

Second, the "P-16" in P-16+ service learning addresses the connections between higher education and P-12 (preschool, grade school, middle school, and high school) in joint efforts.

Third, the "+" after P-16 symbolizes the intergenerational nature of P-16+. It involves everyone, including those beyond college and the residents of the entire community, especially retirees.

service learning addresses the connections between higher education and P-12 (preschool, grade school, middle school, and high school) in joint efforts. Tom Peters writes that connections are everything, "It's the connectors who usually transform society. Canalmen, then railroaders and highway builders and phone companies, have done more to foster economic growth and innovation than Procter and Gamble, General Motors and U.S. Steel."

Students Teaching Other Students: The Root of Youth Leadership

With P-16 connections, students of all ages can be involved in the education of other students. Senator Lisa Madigan calls this "the future of education; older students taking responsibility for younger students and in the process enriching their own education." Educators say that the best way to learn something is to teach it. Students attest to their improvement in math, reading, and science, as a result of teaching or tutoring older adults, peers, or younger students. Through quality service-learning programs--students can look back at their earlier years and share that wisdom with younger students. They can have a more realistic vision through connections with college students. Teaching others gives students an opportunity to take greater responsibility and

offers them a sense of ownership for their own learning. For example, high school students at low reading levels learn about basic reading concepts for kindergartners. They tutor them twice a week and in the process their own reading improves. College students invite fifth graders to learn about sorting artifacts in their archeology center and the younger students learn the importance of organizing, looking for details, and recording specific information. Middle school students conduct a needs assessment and discover that older people are eager to learn about computers. The students design a course and offer it each semester. These activities involve student leadership with younger and older populations, a good dress rehearsal for life after school. Teachers also benefit as they broaden their horizons and find collegiality with educators of other levels.

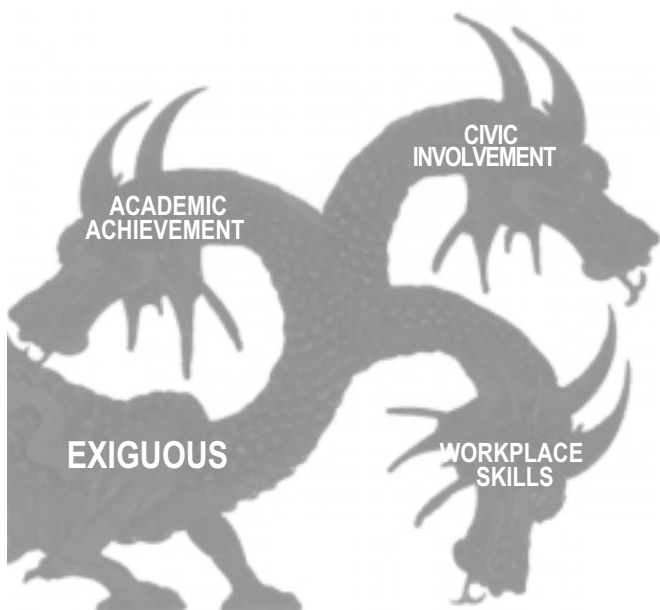
Third, the "+" after P-16 symbolizes the intergenerational nature of P-16+. It involves everyone, including those beyond college and the residents of the community, especially retirees. The newspapers are full of stories about the benefits of older adults in the classroom. They mentor, read with children, talk about their work experiences, and in turn become learners as the students teach them computer skills. On Veterans' Day, the schools welcome retirees to make the history of WWII come alive.

In Illinois roughly 75% of

service-learning programs are intergenerational according to Gary Greene, the director of Learn and Serve, an Illinois State Board of Education program that funds service learning. There are increasing numbers of older adults on community college and university campuses (more than 60,000 in Illinois). Retirees provide impressive potential for helping education address its priorities, such as standards, and continue to be an untapped resource for education.

The Role of the State in Promoting Service Learning

In a growing number of states, service learning is viewed as an important part of the master plan for education because the student who has opportunities for meaningful service becomes a better-prepared citizen who contributes to the common good of the state. In service learning, the state's role is that of convener, bringing together those who can make service learning work. "The state has a pulpit to create an awareness of the benefits of service learning and, working in partnership with many organizations, can instigate the training, support, and other collaboration that must be in place for service learning efforts to succeed" (Antonelli and Thompson, 1996, 172). With the increasing emphasis on accountability through achievement of standards, service learning can provide balance as increased testing becomes the trend.



The Service-Learning Knight Faces Exiguous, a Three-Headed Dragon

The three-headed dragon called Exiguous symbolizes the three major challenges to education at all levels. "Exiguous," defined as minimal, limited, or scant refers to academic performance, civic involvement and workplace skills.

1. Academic achievement

The Education Trust estimates that 30% of college freshmen need remediation. If one follows the trail backwards, one discovers that these lapses happened in varying degrees from the earliest days of education.

For example, in the 1999 Illinois Standardized Achievement Test, 30% of 10th graders did not meet the standards for reading, and 39% of third-grade students scored below the standards. State Superintendent Glenn "Max" McGee calls this a wakeup call.

Harold Howe II, former vice president of the Ford Foundation, says "the classrooms in schools and universities are dominated by a passive learning process. Many classrooms neglect in-depth discussion, student responsibility for the

learning of others, and efforts to relate what is studied to their own lives and the world they live in."

Students taking responsibility is a common theme in service-learning programs. For example, first graders plan for a discussion on butterflies with their nursing-home buddies. They take books and read and take the time to talk about butterflies and days gone by.

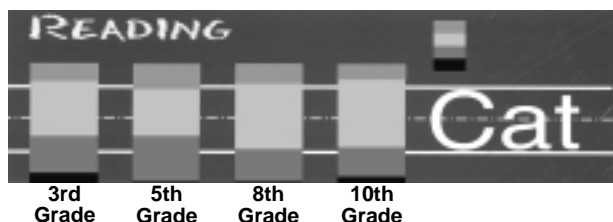
P-16+ service learning is a natural support for reading and basic skills. Rather than boundaries and barriers, connections are woven back and forth between preschool children, elementary students, high school students, college students, and the community. It is a connected educational system that involves students of all ages taking responsibility for education and developing an awareness of what will help them succeed. Research by Follman and Muldoon (1997) and Bringle and Hatcher (1996) supports the thinking that service learning can lead to academic achievement.

2. Civic involvement

A Nation of Spectators, the final report from the National Commission on Civic Renewal, describes the isolation and lack of involvement in our society: "There are strong signs of disengagement of youth from society, increasing alienation and disengagement from their schools, parents, and society." They also report that students are

Illinois Standardized Achievement Test - 1999

Students who did not meet standards in reading



3rd Grade: 39%
5th Grade: 39%
8th Grade: 28%
10th Grade: 30%

Illinois State Board of Education

too often home alone watching television rather than being involved in the community or in after-school activities. "Public participation is at depressed levels last seen in the 1920's." According to Jim Kielsmeier of the National Youth Leadership Council, "The flourishing of civilizations has brought about unlimited wealth and comfort, and at the same time, impoverishment of the soul." Many of the students are so removed from education that they sleep through class--and that is the good news, because at least the teacher can teach rather than deal with disruptive behavior. The critical question is, How can we engage students in their education?

In *Leading Minds*, Howard Gardner describes how Eleanor Roosevelt and Martin Luther King, Jr. took on roles that had not existed before. As a result they were reinventing themselves "partly in response to the stirring events of their own lives and partly in response to members of their audiences." Service learning has a

similar impact on students who may not see themselves in a positive light. Service learning helps students reinvent themselves. They often discover they aren't the people they thought they were. For example, a student who perceived himself as a poor reader begins to read with younger students and reinvents himself as a good reader. A student with no hopes for college, has a service-learning experience with university students and begins to envision a future as a communication major. Preschool students prepare a joke book for their community, recognize the impact of their efforts, and realize their importance. A gang member gets involved building a house and discovers she has grown beyond the gang. She has become a good citizen. Through service learning, students have a nonthreatening opportunity to raise expectations and reinvent themselves. The chart below illustrates the changes at the Putnam Vocational School in Massachusetts after implementing service learning.

3. Workplace skills

Many students have never had an experience or connection with any business or organization before they walk in the door to work. The Secretary's Commission on Achieving Necessary Skills (SCANS), a benchmark report from the U.S. Department of Labor, found that "more than half our young people leave school without knowledge or the foundation to find and hold a good job."

Connecting service learning and workforce preparation is described by Samuel Halperin, Co-Director of the American Youth Policy Forum. "Each movement "asserts that the learner is not an object, a passive vessel, but, rather, a resource responsible for helping to shape his or her own learning, as well as a valuable contributor to the work of the community." Students involved with service learning develop responsibility and have opportunities for leadership because it is a part of the curriculum and the educational experience. It doesn't take a rocket scientist to realize that "young people who are given responsibilities behave responsibly" (Antonelli and Thompson, 1996, 163).

Students, retirees, and teacher Linda Dvorak from Momence High School would agree. The students took responsibility for organizing a forum to discuss the ways that retirees could help young people prepare for careers. The students researched the process of organizing a focus group, identified potential invitees, and helped facilitate the meeting. They practiced communication, and management; their journals reflected the importance of students addressing authentic needs of the community.

Changes with Service Learning

Total Student Body,
Grades 9–12: 1,552

PUTNAM HIGH SCHOOL IN PROFILE

	Pre-Service- Learning (1995)	Post-Service- Learning (1995)
Incoming 9th graders testing at greade level (IOWA Test of Basic Skills)	9%	%
Dropout rate	25%	5%
Students disciplined for fighting	12%	1%
Bound for postsecondary education	40%	62%
GPA of 3.0 or higher	6%	17%
On school honor role	12%	40%
National Honor Society Members	2%	8%
Families at or below power rate	80%	80%

(Source: An Southworth, Principal, Roger I. Putnam Vocational Technical High School, Springfield, MA.)

Summary

In *Post Capitalist Society*, Peter F. Drucker refers to the prototype of the modern organization as a symphony orchestra. "Each of the two hundred fifty musicians in the orchestra is a specialist, and a high-grade one. Yet by itself the tuba doesn't make music; only the orchestra can do that. The orchestra performs only because all two hundred fifty musicians have the same score. They all subordinate their specialty to a common task." P-16+ service learning follows the same prototype to achieve a quality education for all. It isn't the tuba of early childhood education that makes the music, nor is it the trumpet of grade school, nor the drums of college. It is all levels of education working together that achieves the beautiful melody of a quality education.

Whether it is reading, writing, math, communication, or a specific discipline, service learning helps

students find meaning in their education and develop a positive view of their abilities. The strength of P-16+ service learning lies in its ability to address the key issues and serve as the great connector between all who want to prepare students for the workforce, engage students in meaningful learning, and foster good citizenship. Service learning lights the fire of education. Once the fire dies down the ashes reveal the solid roots between education, communities, and the workforce--the solid roots of the great connector.

Jane Angelis is
the editor of
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and
director of the
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Initiative



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P-16+ Service Learning: The Great Connector

"P-16+ service learning brings connections across disciplines, grade and age levels, and across geographical, economic, racial and other 'people divides.' It connects students to other people across time through historical projects. But the most important connection is between a student and an enticing body of knowledge." Gary Greene

P-16+ Service Learning . . .

Connects students to other levels of education

Service learning prevents isolation of students in a single grade but rather fosters connections up and down, to earlier days of their education and to their future. They become a part of a seamless system of education.

Connects generations

The intergenerational nature of service learning is one of its great strengths. Like the barn raisings of old, service learning captures the talents of each individual regardless of age. Teams of retirees and students are the sleeping giant of educational reform.

Connects diverse groups

Service learning brings diverse individuals and groups together and creates unity.

Connects education to the real world

Service learning connects the curriculum to the lives of students and the world they live in. As a result, students become interested in their education, are motivated, and find meaning in their learning.

Connects the community to education

Service learning connects students to the community and gives them an opportunity to get involved in civic life and experience the joys of citizenship.

Connects higher education and P-12

Higher education is a tremendous support system for P-12, with an abundant supply of students who can enrich education by sharing their talents and empowering others.

CHAMPIONING

P-16+



SERVICE-LEARNING MOVEMENT IS SPARKED

A powerful forest fire can be ignited by a simple spark, just as the sowing of a new forest can begin with one acorn. In the world of education reform, both sparks and acorns are needed. Sparks symbolically get things moving; acorns provide consistent stable growth. Like a spark, one person has the ability to instigate change by championing a movement.

In an August symposium led by Keith Sanders, executive director of the Illinois Board of Higher Education, education leaders became sparks for P-16+ service learning. State Superintendent Glenn “Max” McGee; President and CEO Joseph Cipfl, Illinois Community College Board and Deputy Governor Hazel Loucks joined forces to champion service learning. Senator Lisa Madigan, a member of the Senate Education Committee chaired the meeting.

Sanders kindled the movement with his words, “In higher education, we can complain about the readiness of students coming in our doors, or we can roll up our sleeves and do something about it,” and he added, “the Illinois Learning

Standards and the Prairie State Examination are a good place to start.” State Superintendent Glenn “Max” McGee also emphasized standards as an important task for service learning. “In order for service learning to work in Illinois it must be embraced as a natural part of the curriculum, one that addresses existing priorities.” Hazel Loucks, Deputy Governor of Education said that P-16+ service learning “helps create a seamless system of education, one that fosters the efforts of students rather than creating barriers.”

The heads of key state education agencies spoke with a single voice about the challenges for education and commended service learning as a way of addressing the priorities, particularly the learning standards and citizenship.

Skeptics will say that service learning is an add-on, that it just makes more work for everyone. Proponents say it gives new life to teaching and learning. Seneca, a Roman philosopher said, “if you want to reach the fruit, you have to go out on a limb.” Clearly the fruit of educational reform and achievement is worth going out on the service-learning limb.

SERVICE LEARNING



Joe Cipfl greets participants of the symposium: "In service learning we are adding an essential dimension to students' education through community involvement and civic responsibility." Leading the P-16+ Service Learning Symposium were (l to r) Keith Sanders, Executive Director, Illinois Board of Higher Education; Joseph Cipfl, President and CEO, Illinois Community College Board; Senator Lisa Madigan, Minority Spokesperson for the Senate Education Committee and symposium chair; Deputy Governor for Education Hazel Loucks, and State Superintendent Glenn "Max" McGee. Educators P-16+ participated in the symposium. Fifteen regional symposia will follow.

Purpose for P-16+ Service-Learning Symposia

- To tell the stories about the good things happening in education through P-16+ service learning
- To develop a common understanding of P-16+ service learning
- To discuss the potential for service learning as a way of addressing the Illinois Learning Standards and preparing college-ready and work-ready graduates
- To discuss the ways that the community, particularly retirees, can work more closely to foster learning and citizenship

P-16+ Service-Learning Symposium Participants

August 7, 2000 – Illinois Board of Higher Education Springfield, Illinois

P-12: Heidi Biederman, Large Unit Districts Association; Mary Joe Diamond, Sylvia Sullivan, and student, Andrew Banks, Unity Point; Brenda Diehl, Illinois PTA; Marlene Dutton, Illinois Assoc. of School Administrators; William Garcia, Illinois State Board of Education; Phillip Jackson, Office of Mayor, Chicago; Michael Long, Illinois State Board of Education; Ben Schwarm, IL Association of School Boards; Ken Swanson, Illinois Education Association, and Sylvia Walter and Jennifer Avenetti, Academy for Learning, Blue Island
Higher Education: Kim Armstrong, Black Hawk College; Nancy Bragg, Illinois State University; Michael Carl, President, IL Colleges of Teacher Education, Northeastern IL University; Don Crist, Council of Community College Presidents, Carl Sandburg College; Stuart Fagan, Governors State, Council of Presidents; Bernie Ferreri, City Colleges of Chicago; Kathy Engelken, IL Campus Compact; Michael Monahan, IL Community College Trustees Association; Lee Newsom, Southern Illinois University at Carbondale; and Belinda Wholebin, Rockford College

Business: Ed Schwarze, Caterpillar
Community-Based Organizations: Joe Dunn, IL Coalition for Community Services; Tim Krieger, Corporation for National Service; and Dan Miller, IL Department of Human Resources

Intergenerational: Jane Angelis, Intergenerational Initiative, Southern Illinois University at Carbondale



Mallroy Dreyer and Angelise Hightower, Jefferson School in Marion, presented their Learn and Serve project called Learning by Leaps and Lizards during the southern Illinois symposium. Fifth graders are introduced to a variety of reptiles and how to care for them. Then they help the fourth graders organize a similar project. Their service-learning teachers Kay Ferris and Wendy Goodman praised the program.

PRESIDENTS AND REGIONAL SUPERINTENDENTS JOIN FORCES TO EXPAND SERVICE LEARNING

From Moline to Ullin and Quincy to Danville, university and community college presidents and regional superintendents are coming together to discuss the potential for service learning as a way to unite educational efforts in their regions.

First Regional Symposium

Southern Illinois University at Carbondale was the setting for the first regional symposium on October 20, 2000 which was convened by Interim Chancellor John Jackson in cooperation with President Mary Jo Oldham, Southeastern Illinois College, and Regional Superintendents Andrea Brown, Barry Kohl, and P.E. Cross. Others who represented community college presidents or regional superintendents included: Donna Boros for Regional Superintendent Don Brewer;

George Floyd for President Terry Ludwig, Shawnee College; Perry Knop, for President John Mees, John A. Logan College; Randy Smithpeters, Harrisburg High School for Regional Superintendent Linda Blackman, and Ed Ruffino for President Mark Kern, Rend Lake College. Senator Lisa Madigan chaired the meeting and welcomed the group along with Provost Margaret Winters. SIUC Core Curriculum director Jim Allen, Perry Knopf; Dean Keith Hil Kirk and Regional Superintendents Brown, Cross, and Kohl discussed the potential for service learning in southern Illinois.

"Service learning benefits society by uniting students with the community. Meaningful learning occurs, values are shared, bonds are created, and good citizenship is promoted. Everyone wins with service learning." Regional Superintendent Andrea Brown

"Service learning combines community service with classroom instruction, focusing on critical, reflective things, as well as personal and civic responsibility."

President Mary Jo Oldham

"P-16+ service learning helps create a seamless system of education, one that fosters the efforts of students rather than creating barriers."

Hazel Loucks
Deputy Governor of Education

Second Regional Symposium

On February 8th at Illinois State University-Normal, President Victor Boschini and Regional Superintendent Eugene Jontry jointly convened a regional P-16+ service learning symposium. Boschini said, "It is my hope that the enthusiasm generated by this symposium will create a closer connection among the educational leaders of the region." Regional Superintendent Eugene P. Jontry, representing DeWitt, Livingston, and McLean counties observed, "The P-16+ Service Learning Symposium is designed to bring together key administrators and teachers in the local school districts to discuss with higher education administrators

and faculty ways we can collaborate efforts and promote service learning and citizenship on all levels."



Vic Boschini,
President, Illinois State
University, Normal



Keith Miller,
President, Black Hawk
College

Third Symposium

On March 12, President Keith Miller, Black Hawk College, President Don Spencer, Western Illinois University, and Regional Superintendent Joe Vermeire will hold their symposium at Black Hawk College in Moline. President Keith Miller said, "Service Learning is a vehicle which allows the College to be instrumental in educating well-trained and civic-minded students who will enter the workforce as leaders prepared to maintain and develop communities viable for a changing and diverse world. The P-16 connection is important in this process." Joe Vermeire, Regional Superintendent Rock Island County,

***"In higher education,
we can complain about
the readiness of students
coming in our doors, or
we can roll up our
sleeves and do some-
thing about it."***

Keith Sanders
Executive Director
Illinois Board of Higher Education

observed: "P-16+ service learning brings students and classroom learning into the community with benefits for all involved. Educators and administrators at all levels need to encourage service learning as a relevant part of the academic curriculum and a way of connecting schools, community colleges, and universities."

Thanks Partner: A Project Presented at the Southern Illinois Symposium

Southeastern Illinois College's P-16 Project

A good business transaction is one that is voluntary and mutually beneficial. Hence both buyer and seller appropriately say thanks to each other. This is also true when countries have free and open trading relationships.

In a P-16+ Service Learning project, international college students describe their culture, currency, exports and imports to fourth graders. They learn the

value of doing business with each other and are taught to say "Thanks Partner" in the language of the visitor. Fourth graders research countries, develop computerized slide shows, go on a virtual world shopping spree, and convert prices into U.S. dollars.

Tesha Bowers and Anita Lowery, students at Southeastern Illinois College, talk about the benefits of the program. "College

students learn to create and implement effective educational projects. International college students gain an opportunity to interact with elementary students and teachers. Elementary students learn about different customs, hear other languages, learn about college and find friends among local and international college students. Among other things they gain a larger perspective of the world."

Dan Holt, Business Instructor

Symposia in 2001

February 8: Illinois State University, Normal

March 12: Black Hawk College, Moline

March 29: Southern Illinois University at Edwardsville

April 12: College of Lake County

Sites for Spring Symposia

Rockford College, Rockford

Governors State University

Chicago Education Alliance

Eastern Illinois University

Millikin University, Decatur

University of Illinois/Springfield,

Highland Community College, Freeport

McHenry County College

Oakton Community College

For more information:

<http://mccoy.lib.siu.edu/p16>



Senator Lisa Madigan chaired the first three symposia. She talks about P-16+ service learning "as a common sense approach to enrich the curriculum and at the same time promote civic involvement. It is a win/win situation with educational goals becoming a joint venture involving higher education and P-12."

SUPPORT FOR SERVICE LEARNING THROUGHOUT THE STATE

A Fall 1999 survey was sent to school districts and community colleges via FAX by the Illinois Association of School Boards and the Illinois Community College Trustees Association and to university presidents, faculty, and deans of colleges of education by e-mail. Questions included their support or nonsupport for service learning, their views on its strengths and weaknesses, and its the potential for Illinois.

According to the 341 surveys completed, 80% support or strongly

support service learning, 7% do not support it, 13% have no opinion. Service learning exists in at least 74 elementary and high schools, 16 community colleges, 15 universities, and 267 faculty, preschool through higher education (P-16) have incorporated service learning into their curriculum. This is most likely the tip of the iceberg.

Kay Pangle, President, Illinois Association of Regional Superintendents of Schools, and University of Illinois at Urbana/Champaign Chancellor Michael Aiken put the survey into perspective: "The P-16 initiative makes absolute sense in a world in which we must all be life-long learners. Service learning adds the other 3 R's to education: Relevancy, Respect, Responsibility," said Pangle. Aiken looked at the higher education perspective, "Service learning is an increasingly important part of the undergraduate educational experience. We should give faculty incentives to try service learning and consider the possibility of service learning as a more important part of promotion and tenure policies."

Skeptics Pose Impressive Questions

Among the teachers and faculty who were unsupportive of service learning, there were several themes. One of the main reasons given in the P-16+ service-learning survey is that teachers and professors know little about service learning or find it an



Michael Aiken, Chancellor, University of Illinois at Urbana-Champaign



Kay Pangle, President Illinois Assoc. of Regional Superintendents of Schools

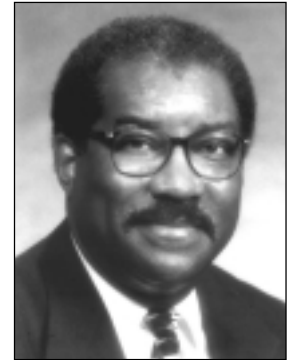
unfamiliar way of teaching. Some educators see service learning as another unfunded mandate. Others view a lack of support from top administrators, especially in promotion and tenure policies, to be draw backs. Other comments, "Whenever we do something new, it takes extra time to get things organized." Principals and superintendents said, "There are so many demands on teachers to put more and more into the curriculum, how can they add one more thing?" Another teacher commented, "Service learning is just one more thing you're asking me to add on to an already-busy schedule. There are a lot of other priorities, working on reading, math skills, etc., that are more important. And, as a teacher, I have a lot of pressures to



Paul Vallas, CEO,
Chicago Public Schools



Michael Johnson, IL
Assoc. of School Boards



James Walker,
Southern Illinois University

improve my students' test scores in the traditional curricular areas."

These doubts and concerns are addressed by comments from presidents, regional superintendents, and faculty from preschool through graduate school. Suburban Cook Regional Superintendent Joe Kaczanowski "The P-16 initiative is long overdue. Those of us in K-12 need

to know what higher education is doing and higher education needs to know what we are doing. Only by networking and collaboration preschool through postsecondary will we provide quality education. Service learning is an excellent vehicle to accomplish this goal.

Comments from Educators

- "Service learning is an important part of a student's career. It enhances education within and outside the classroom," James Walker, President, Southern Illinois University Carbondale.

- "It takes a village to educate, which includes businesses, interfaith programs, community partnerships, and everyone to get involved as school partners, Paul Vallas, CEO Chicago Public Schools.

- "Students who are involved in any activity which gives them a chance to be part of a group bigger than themselves are better students and citizens because they have learned that they can make a difference. This is the strength of service learning," Michael Johnson, Executive Director, Illinois Association

Comments from the General Assembly

President of the Senate James Pate Phillips *"I look forward to including service learning—and its many benefits—in our discussions on ways to provide a better education for our children."*

Minority Leader Emil Jones *"Service Learning applies techniques and lessons from the classroom to real-life situations. For several years now, the business community has been telling lawmakers that practical experience should be part of the curriculum. Service learning*

provides that experience."
House Speaker Michael Madigan *"Service learning is a confidence booster for young people and connects them to their community. During my school years, involvement with the community helped me choose my career."*

House Republican Leader Lee A. Daniels *"Service Learning can help students understand practical applications of their classroom instruction. For many students, it provides a vital connection between their studies and their future."*

of School Boards.

- “Service learning gives meaning and real purpose to learning,” Anne Davis, President, Illinois Education Association.

- “To enable students to grow into ethical maturity, we must provide ways to broaden each student’s perspective,” Salme H. Steinberg, President, Northeastern Illinois University.

- “We offer eleven service learning courses which span the curriculum from art to psychology. Rend Lake College will continue to be a strong partner in the development and implementation of service learning opportunities in southern Illinois,” Mark Kern, President, Rend Lake College.

- “An effort such as service learning must begin with the faculty if it is to succeed,” David Werner, Chancellor Southern Illinois University at Edwardsville

- “It is clear that higher education and K-12 can do more for one another,” P. E. Cross, Regional Superintendent Hamilton and Jefferson Counties

- “Feedback from students indicates that they find service learning a valuable means of personal growth, civic involvement, as well as a way of developing academic skills and knowledge,” Wayne Watson, Chancellor, City Colleges of Chicago.

- “Service learning cannot be an add-on. None of us has time to add more to our curriculum or to our schedules. Service-learning activities must meet the standard of being the most optimal method of achieving course objectives,” Belinda Wholeben, Psychology Professor, Rockford College.



*David Werner, Chancellor,
Southern Illinois
University at Edwardsville*



*Salme H. Steinberg,
President, Northeastern
Illinois University*

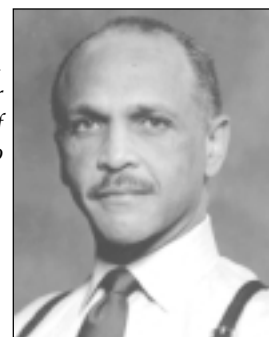


*P. E. Cross,
Regional Superintendent
Hamilton Jefferson*



*Belinda Wholeben,
Psychology Professor,
Rockford College*

*Wayne Watson,
Chancellor
City Colleges of
Chicago*



National Survey on Service Learning

Virtually all Americans agree that one serious problem facing the United States is that people lack the education or skills they need to succeed (94%). Nine out of 10 Americans endorse service-learning when it is explained to them.

Americans support service-learning because they think, it will give students what they need to succeed in life. They believe that service-learning will:

- encourage active citizenship and community involvement among students (89%), and
- improve students’ grasp of academic basics (85%).

Other potential benefits of service-learning that interest Americans include:

- reducing the likelihood of children getting involved in self-destructive behavior (66%); and
- helping students develop self-confidence (65%) or
- a sense of achievement (64%).

The survey was conducted by Roper Starch Worldwide for the W.K. Kellogg Foundation and the Ewing Marion Kauffman Foundation.

For the complete report <http://www.servicelearningcommission.org/poll>

Teacher-Champions of Service Learning

A High School Teacher Experiences Renewal

Steve Rambach, Lanphier High School, Springfield

I am amazed to this day that I ever got involved in Habitat for Humanity, a community agency that builds houses. Digging the driveway for a Habitat project was one of the most defining moments in my life. In fact this day literally changed my life.

I had just started teaching a service-learning course. I knew nothing about our community and had never been involved with service so I invited some guest speakers. Don Ecklund from Habitat for Humanity spoke to the class and invited my students to come and help build a house. My first experience with Habitat was on a day with a heat index of about 107 degrees and we started digging the driveway. The return was tremendous. That day excited me personally and instilled an attitude that I know affects my teaching and my students.

The course called Service Learning 400, is an elective that students take in their senior year. The students develop and organize their experience from many opportunities available. They come to class on Monday, share their experiences, and

debrief. During the rest of the week they give at least four hours to their project.

One of the most interesting aspects of service learning is reflection. On Mondays we get into a circle and share our experiences. The students love this course and love to share their experiences with each other. Just as I was energized about digging the driveway for Habitat, the students are equally inspired by what they do and they love to share stories. To be in a room with 42 enthusiastic and motivated students explaining how much they love service learning is an unbelievable high for a teacher.

For further information, contact Steve Rambach, Lanphier High School, Springfield, 217-525-3080



"Digging the driveway for a Habitat project was one of the most defining moments in my life."



Service Learning 400 students sharing service-learning experiences from the previous week.

Service Learning Improves Writing

Sylvia Martin, Professor, English Department, Black Hawk College

English 102 at Black Hawk College is a writing course that encourages students do get involved in service learning as a foundation for their research paper. Students who choose to participate in service learning are involved at the Boys and Girls Club of Moline and meet

with their mentees twice a week for six weeks. They may choose activities from leadership and character development, education and career development, health and life skills, the arts, sports, fitness, and recreation. The students receive orientation from the administration of the Boys and Girls Club ranging in topics from rules to privacy.

Service learning can make students aware of the value and relevance of community service as a rich source of information, especially for a research paper. Reflection on the experiences helps students gather information and evaluate it. Each time they participate in an activity at the Club, they are required to write an observation and hand these in to their instructor every week. The information gathered for the



Boys and Girls Club youth and Black Hawk Students discuss a difficult math problem.

research paper from the service learning gives the student experience with qualitative research. Additional background information comes from current periodicals, books, and web sites or other electronic sources.

One of the most valuable real-world lessons learned through service learning is the responsibility to be at the Boys and Girls Club on time and to be prepared. One student remarked that the service learning taught her more about the real world and working with people than all her courses so far. She said that she wouldn't forget the research strategies she had learned.

For more information, contact Sylvia Martin, Black Hawk Community College, martins@Bhc1.bhc.edu, 309-796-1311.

IMPACT OF SERVICE LEARNING ON STUDENT LEARNING

1. Awareness of the needs of the persons the students served
2. Awareness of the students' own abilities to make a difference at community agencies and institutions
3. Improvement of students' evaluative thinking skills
4. Awareness of the relevance and value of experience as a source of information for a research paper
5. More involvement in the research paper preparation process than students who chose not to gather part of their source material from a service-learning experience
6. More interest in the students' chosen research topics because of gathering half of the required source material from experiences outside the academic setting, compared to traditional students
7. Excellent integration of outside source material relevant to each student's research topic related to the service each student had given
8. Personal growth and maturity

Service Learning with Kindergarten Students is Win/Win

Tracey Storm, Kindergarten Teacher, Robeson School, Champaign

Reading and writing are a big part of the kindergarten curriculum. When the children read with seniors, they are developing reading readiness skills, learning concepts about print and vocabulary, and they are learning to write a simple sentence about a topic. The activities at the nursing home are similar to the activities that we do in the classroom. For example, students explore a topic, such as butterflies through reading, writing, and art. They are developing background knowledge about the topic that they can apply to their writing or their reading.

We purchased caterpillars from a mail order company. The company sent us caterpillars in a jar with food. We watched the caterpillars make a chrysalis. We counted the number of days it took for the caterpillars to change and then we watched, waited and counted the number of days it took for the chrysalis to turn into a caterpillar. We also recorded our observations in a science journal. Through out this process we were visiting the nursing home and reading and writing about butterflies with the nursing home residents. At the end of the project, we had a service-learning celebration, invited parents, nursing home residents,



Win/win: A senior citizen helps a student read about butterflies. The kindergarten student visits his nursing home resident.

media and local dignitaries to the celebration.

When we started this project we didn't realize that few people do service learning projects with kindergarten-age children. Service learning seemed to be a natural extension of our existing curriculum. Not only did our students benefit from the contact with the seniors, but the seniors also profited. We talked to the students before hand to let them know that they would be doing an important job by going to the nursing home. The residents sometimes don't have family that can visit them very often so our job was to keep them

company and make them feel happy. The students took their job very seriously. They understood the "relationship," and were glad they could help other people. It is never too early to introduce students to the art of giving and helping others. Our hope is to instill an ethic of helping others within our students and to create an awareness of good citizenship, regardless of age.

Advice to teachers interested in starting a service-learning program with kindergartners

Make sure the nursing home staff is committed. Plan, before the first visit, how the visit will be orchestrated. Know your audience. How capable are the seniors? Tap their skills. Determine if they can help or are just planning to watch. For seniors who may not be able to help, plan activities based on what the children can do almost independently or with little assistance. Remember that the children and the seniors have talents and the experience can be successful for both.

For information, try the web site: <http://209.174.179.135/storm/>

National Support

The National Commission for Service Learning will bring a new level of public commitment to service-learning. Commission members will examine the potential of service-learning to engage young people in their own learning and in the civic life of their communities. They will actively participate in group meetings and visit service-learning sites to assess the benefits and outcomes of this teaching method. Their work will involve (1) developing recommendations and an action plan to make service-learning available to all K-12 students and (2) encouraging adoption of service-learning among target audiences. Read their comments and reflect.

National Leaders Cite Virtues of Service Learning

John Glenn opened the first meeting of the National Commission in Washington, D.C. on December 5. He welcomed the commissioners and thanked Kellogg President William C. Richardson for Kellogg's leadership and support. Glenn set the tone with his comment, "Service-learning is unique because it enables teachers to improve students' academic performance, sense of civic responsibility, confidence and workplace skills with a single teaching method. It links classroom lessons with real-life learning. A strong and healthy democracy requires citizens and public officials committed to active participation in public life with the capability of making informed decisions."



John Glenn, Institute for Public Service and Public Policy, Ohio State University, and William C. Richardson, Ph.D., President and Chief Executive Officer, W.K. Kellogg Foundation, who explained why they are supporting service learning. "It's clear that a well-rounded education includes not only the basics, but also the skills to help students succeed in life, Service learning delivers both."

Comments from Commissioners

- "Service-learning is a win-win situation for everyone. Through this teaching method, students develop self-confidence and workforce skills, businesses spend less time training new youth hires in basic skills, and the communities see an increased civic commitment by youth."

Jim Geringer, Governor of Wyoming

- "Service-learning is an exciting teaching tool because it improves student perfor-

mance in the classroom along with their commitment to the community. I believe that the National Commission will prove itself an invaluable tool in bringing service-learning to K-12 students in North Carolina and across the country."

James Hunt, Governor of North Carolina

- "Service-learning inspired me to achieve both in the classroom and in the community." **Nnennia L. Ejebe**, an MIT student from Plymouth, MN
- "Our rapidly changing world



Governors Jim Geringer and James Hunt



Nnennia L. Ejebe

for Service Learning

demands an education system that equips children with the tools and skills they will need to succeed. But education must do more. To quote the British essayist, novelist, and poet G. K. Chesterton, 'Education is simply the soul of a society as it passes from one generation to another.' Service learning may hold the key to connecting future generations with their communities and democratic society at large." **Gene R. Carter**, Executive Director, Association for Supervision and Curriculum Development

- "Service-learning programs can have a positive effect on students' academic success and play a major role in improving our communities. School board members across the country - the vast majority of them volunteers - focus their attention daily on improving student achievement and engaging the community to support



Gene R. Carter



Ann Bryant



Frank Newman

public education. Service-learning programs can help improve the success of these efforts. Service learning is not the cure for everything, but the picture isn't as gloomy when schools are involved with service learning." **Ann Bryant**, Executive Director National Association of School Boards

- "When service learning is built into the curriculum, it doesn't have to replace anything. When students get engaged in service, their academic performance improves. That is perfectly rational. Service learning doesn't compete with reading, math, writing; service learning reinforces it. Students long for a more practical understanding of what they are doing." **Frank Newman**, Visiting Professor, Brown University

Other Members of the National Commission

Arlene Ackerman, Superintendent of the San Francisco Unified School District

Craig R. Barrett, President and CEO, Intel Corporation, Santa Clara, CA

Cameron Dary, Seventh Grader, Waupun Middle School, Waupun, WI

Michelle Engler, First Lady of the State of Michigan, Lansing, MI

Carl D. Glickman, Professor, University of Georgia, Athens, GA

Stephen E. Gorrie, President, Massachusetts Teachers Association, Boston, MA

David W. Hornbeck, Former Superintendent of Schools, Philadelphia, PA

Laurie Lang, Senior Vice President, Disney Learning Partnership, The Walt Disney Company, Burbank, CA

Buffy Sainte-Marie, Founder, Cradleboard Teaching Project, Kapaa, HI

Arturo Pacheco, Dean, College of Education, University of Texas at El Paso

Minnie Pearce, Chair, Board of Directors, National Coalition of Title I Parents, Detroit, MI

Jianping Shen, Associate Professor, College of Education, Western Michigan University, Kalamazoo, MI

Harris Wofford, Chief Executive Officer, Corporation for National Service

Contact Leslie Nauser, APCO Worldwide, (202) 778-1024

Learning In Deed

Learning In Deed is a national initiative that seeks to support high-quality service-learning practice and outcomes. www.learningindeed.org

Getting Started with Service Learning

Teachers at all Levels Integrating Service into the Curriculum

by Robert J. Exley, Ph.D., Western Community College, Council Bluffs, IA

QUESTIONS ABOUT INTEGRATING SERVICE LEARNING INTO THE CURRICULUM

Is service learning about *what we teach* or is it about *how we teach*? Are we speaking of the *content* of the discussion or the *methods* used during a session when we emphasize the importance of reflection? How can I make the service learning component *an integral part of the course* and not just another add-on assignment? These are but a few of the questions that come to mind when beginning to integrate service into the learning expectations of a course. Starting with the basics helps.

Remember the simple who, what, when, where, why, and how questions of curricular design. Who are we teaching? What content and information will we be teaching them? When is the most appropriate time to teach this in the context of their education? In what setting can students best learn this course material? Why is it important to teach this content and to teach them in this manner? And how can we be most successful in teaching this information?

The answers to these most relevant questions frame the use of service learning. Many semesters of trial and error, discussions with colleagues, research within the fields of experiential education and service learning, and the solicitation of genuine feedback from students produced the following strategies for integrating service into the curriculum.

IDENTIFYING COURSE COMPETENCIES

Who and What

This comprehensive review will reveal the areas where your current design may not be the best fit for today's student. For example, students today are far more consumer-oriented than those of just a few short years ago. Student consumers expect that the learning will be directly applicable to their immediate life interests. Students want to be able to see a visible connection between what they are learning and how that affects their daily lives. I call this the "test of connectivity."

Many times, the course competencies and learning objectives are still

relevant, but the means by which we are “teaching” and the student is “learning” fail to meet this test of connectivity. Service learning provides a process for helping the students see this connection. However, service learning is not an all-or-nothing teaching strategy, and curricular integration does not mean that you must abandon other methods of instruction.

How and Why

A very important aspect of curricular design is determining the most effective way for getting the message across. Research on effective teaching (Cruikshank, Bainer, and Metcalf 1995) emphasizes the importance of using a variety of teaching strategies in the course of instruction. Service learning is just one teaching strategy, but it works extremely well for many different disciplines and with many different personalities. One must be cautious and thorough when determining how best to use it with certain courses. A common mistake is to assume that service learning must mean a minimum of 20-30 hours of service per semester combined with regular classroom reflection sessions. Be aware that this is only one way to use service learning; many others exist. Although there are no magical formulas, certain principles determine the role and scope of service learning for a given course.

IDENTIFY THE COMPETENCIES BEST SUITED TO SERVICE LEARNING

Once you have completed your review of the course and are satisfied with the competencies and learning objectives, it is time to decide which ones are most suited to the use of service learning.

Remember that service learning requires the instructor to combine the use of service outside of the classroom with the learning experiences and assignments within the classroom. In short, competencies best learned via active learning are better suited than those that

remain in a theoretical or intellectual mode. For example, a competency that requires the student to demonstrate rote memorization of content lends itself less to service learning than does one that demands the student demonstrate an applied comprehension of a concept.

Each instructor must determine the fit of service learning to the particular course. Keep in mind that the degree to which you use service learning is directly related to the course competencies and learning objectives you choose. The degree of importance of the course competency you choose may dictate the amount of service time required of the student. I have chosen to focus on service time because this seems to be the one consistently asked question by instructors new to service learning. However, the amount of time is secondary to the learning that you want to occur. It is the learning that matters most, and the most effective arena for that learning to occur is in the relationships and exchanges between and among you and the other students.



Competencies in math are learned in this service-learning quilting program. Younger students learn about shapes and sizes. Older students discover graphs and proportions as they organize quilt pieces and design the final dimensions.

STUDENT LEARNING EXPECTATIONS

Once course competencies have been identified, the next step is to determine how to assess student learning in relation to the service requirement. You have the full range of options available to you for assessing student mastery of course content including objective and subjective examinations, oral reports, essay papers, pop quizzes, group projects, etc. As you do so, be sure that the assessment practice matches the degree of importance of the learning objective.

For example, when service is a small component of the course (four or five hours) and related to a competency of low importance, then the academic product (an oral report or one-page essay) should produce a minor grade in the grade book (equivalent to a pop quiz). However, if the same service component (four or five hours) relates to a highly important competency, then the classroom

experience to facilitate this learning should involve a very significant academic product producing a major grade in the grade book (equivalent to a major exam).

REFLECTIVE TEACHING STRATEGIES

The appropriate use of reflective teaching strategies represents the most critical aspect in assuring the effectiveness of service learning. Harry Silcox, in his *A How to Guide to Reflection* (1995), provides a useful description of the various means for reflective teaching (see chart below). He demonstrates how different strategies accomplish different learning objectives. The instructor must identify the learning objectives first and then match the most salient reflective strategy to the desired outcome.

The Course Syllabus

The course syllabus you create should clearly define the role of service in the course and how the service connects to the course content. The student deserves an explanation for why service

is important to his or her learning. The description should include all information that the student needs to begin making the connection between his or her service, the course content, and daily living.

CONCLUSION

Your course syllabus should clearly define the role of service in the course and how the service connects to the course content. Students deserve an explanation for why service is important to their learning. The description should include all information that they need to begin making the connection between their service, the course content, and daily living.

Service learning is a serious and effective teaching strategy that can be successfully implemented with little planning and design work, as long as you remember these steps:

- Review the existing course
- Identify key competencies
- Define student learning expectations
- Select appropriate reflective teaching strategies and
- Produce an informative syllabus

Robert Exley is the Vice President for academic affairs at Iowa Western Community College in Council Bluffs, rexley@iwcc.cc.ia.us, 712/325-3202.



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- Cruickshank, Donald R., Deborah Bainer, and Kim Metcalf. 1995. *The Act of Teaching*. New York: McGraw Hill.
- Silcox, Harry C. 1995. *A How to Guide to Reflection*. 2d. ed. Holland, Pa.: Brighton Press.

Thank you to the American Association of Community Colleges for the excerpts from the *AACC Service Learning Resource Guide*, Vol. 1, No. 1, May 1998. For further information contact, Gail Robinson, Horizons Project Coordinator, grobinson@aacc.nche.edu www.aacc.nche.edu

Reflective Teaching Strategies

(From Harry Silcox, *A How to Guide Reflection*)

TYPE	PRIMARY RESULT	DESCRIPTION
Reading/Creative Projects	Foster group bonding and leadership; facilitates directed learning	Specific assignments include essays, music, videos, artwork, etc.—both in class and out
Journal Writing	Fosters personal growth	Students maintain a regular journal that the faculty member reads and responds to
Directed Writing	Fosters directed growth	Students produce essays that address specific questions or issues required by the instructor
Feelings-Oriented Oral Reflection	Fosters group bonding and trust	Class members participate in a group discussion regarding their service experiences
Student as Expert Oral Reflection	Fosters citizenship, leadership, and cognitive learning	Student leads a session providing a critique of a reading assignment or a solution to a problem
Cognitive Teaching Oral Reflection	Fosters leadership, directed learning, cognitive learning, personal growth, and critical thinking	Faculty member leads a teaching session that fosters critical thinking and problem solving

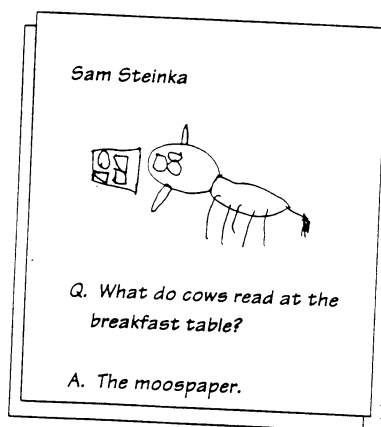
Service Learning for Five Year-Olds (and Laughing All the Way)

Sylvia Haisley Patchin, Midland, MI
Excerpts from *Young Children*

Five- and six-year-olds are at an optimum age for benefiting from situations that cast them in the role of "helpers." This developmental fact, combined with the fact that saturating children with happy literacy experiences is at the top of kindergarten and first grade teachers' agendas, was the basis for a successful project I did with my kindergarten class. The children produced a book called *Laugh With the Kindergarten*, containing a collection of the funniest jokes children could find and illustrate. ("What did the judge say when five skunks walked into the courtroom?" Can you guess? "Odor in the court!" Get it?) Then, they shared the project with our community in what I think was a unique way.

GATHERING JOKES Using the library, doing research, and involving parents

I sent home with each child a paper shopping bag "Joke Book." Each bag contained a joke book borrowed from the library, several 5" x 7" index cards, and a magic marker. At home the goal for the child and family was to do some "research" to find the book's funniest joke. The child was to write the joke on the card (an adult could write for her if necessary) and illustrate it with jokes were returned to the school. A fourth grade class in our school aided the kindergartners by printing, laminating,



and assembling the collection into a book. This phase of our project promoted using the library, doing research, and parent involvement.

("What did the space scientist find in his frying pan?" Give up? "An unidentified frying object!")

Becoming Community Helpers

The class became instant community helpers by contributing their dose of humor to sick and anxious children.

The kindergartners distributed their joke books to the waiting rooms of medical facilities and doctors' offices in our area. Parents helped by driving small groups of children to their destinations. The doctors were pleased. One took a plastic glove, blew it up, and drew a face on it.

Another gave the children bags of gum, Band-Aids, and sticker books. Parents of sick children found the book a useful tool to distract young

patients and ease their apprehensions. Many of our joke-book contributors have returned to the doctors' offices for their own visits and seen how much their efforts are appreciated, as they watch the jokes being shared. The kindergartners are aware that being able to laugh is a powerful medicine and the process of helping others gives "the helper" a lasting sense of pride and satisfaction. ("What color letter can you eat? Give up? Should I tell you the answer? A brown 'e'; get it?")

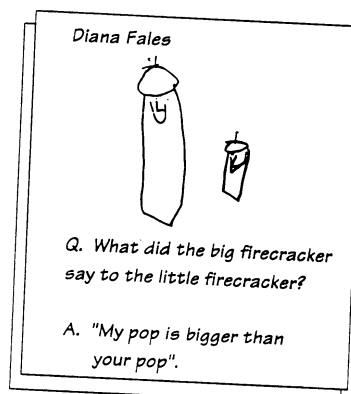
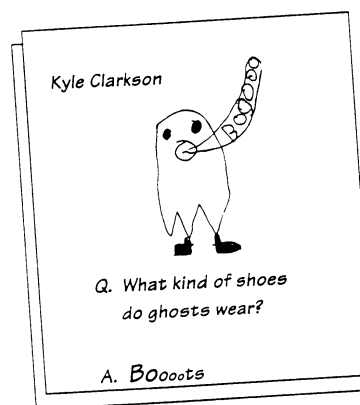
Sylvia Haisley Patchin, M.A., is a former kindergarten teacher at Carpenter School in Midland, Michigan. Her teaching ideas have received awards from

The Freedom Foundation and Instructor magazine.

She is retired and currently taking courses at the local community college concentrating on graphic arts. She said one of her fellow students is a former kindergarten student and "she showed me

what to do." She travels and remembers the fun they had making the joke books.
sylvia1@tm.net 517-631-9022

Thanks to *Young Children*, January 1994, and the National Association for the Education of Young Children for permission to reprint this story.



Middle School and High School Students Map a Community

Using Service Learning to Meet and Measure Standards

Brian Loney, Ph.D.
*Excerpts from Network,
Constitutional Rights Foundation*

Today, American educators are under great pressure to implement educational reforms. More than ever before, schools are being asked to supply measurable evidence of student learning. One service-learning program, Active Citizenship Today (ACT) provides evidence that service learning can demonstrate student achievement on content standards.

The ACT Framework

Developed by Constitutional Rights Foundation and Close Up Foundation, Active Citizenship Today (ACT) links an in-depth study of civics with active community involvement and service. To accomplish this goal, students go through five steps, or units, of study.

Unit I: Defining and Assessing Your Community

Students engage in an exploration of their community to identify resources and community problems. One of the activities in the *ACT Field Guide* asks students to draw their community. During this map-making exercise, students often graphically represent community problems or issues.

Unit II: Choosing and Researching a Problem

Students brainstorm a list of

problems to consider, narrow the list, then choose a problem for the class to address. Students then spend time researching the problem(s) they have chosen. Student research includes a variety of possible sources. They may also interview long-term residents about the history of a community or experts who are already working on the problem. Interviews provide teachers with an opportunity to collect evidence that demonstrates student proficiency in language arts. Several language arts standards can be emphasized during this process.

Unit III: Examining Policy

In this phase, students examine public policies designed to address the community problem they have selected. Students explore community "players" in four "domains"—government, business, media, and non-profits. Students examine policy options and evaluate the costs and benefits of each. To succeed at this phase of a service-learning project, students must understand different areas of government and how each area addresses specific issues.

Unit IV: Exploring Options

By exploring options to address a community problem, students practice



A Momen High School student asks a senior citizen a question about the community.

skills that demonstrate proficiency in many content areas including writing and speaking. Part of planning and implementing an action plan could also include the production of materials that can be used to educate others regarding an issue.

Unit V: Taking Action

Finally, students put their plan into action. Taking action culminates any good service-learning program. Action projects almost invariably generate products and evidence that may be collected and documented by students and teachers. These findings can contribute to standards-based assessment. For the full article: <http://www.crf-usa.org/network/net8-2.html>

Brian Loney is Social Studies Project Coordinator for Jefferson County Schools in Golden, Colorado. Contact Dr. Loney at 303-982-6987, e-mail: bloney@jeffco.k12.co.us



Service Learning in an Age of Standards

Terry Pickeral and Judy Bray

Education Commission of the States

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National polls consistently show public support for standards, according to Achieve, an independent, bipartisan, not-for-profit organization formed in 1996 by governors and corporate CEOs. The latter share a powerful belief that high academic standards, demanding tests and performance accountability can push schools and students to much higher achievement. “The basic idea of standards-based reform is to create clear, consistent, challenging goals for student learning, and then to make educational practices more coherent by deliberately using those goals to guide both instruction and testing. Standards also serve a purpose of

communicating to the public what students are expected to know and be able to do at key checkpoints during their education,” according to Achieve’s “1999 National Educational Summit Briefing Book.”

While standards in the abstract have great appeal, implementation has really just begun. A recent Public Agenda study finds that in spite of the fact that 49 states now have what they consider to be tough academic standards for students, little change is evident in teachers’ expectations or classroom practice. In this context, where does service learning fit?

Evidence suggests that service learning helps students acquire

academic skills and knowledge, make gains on student achievement tests, and improve grade-point averages. Middle and high school students who tutored younger children as a part of their service learning programs increased their own grade-point averages and test scores and were less likely to drop out.

Those who have wagered substantial political and financial capital on the standards are beginning to wonder where their state will find the tools that local schools and districts can use to achieve standards. Given the growing research base on service learning, it could well become seen as a viable tool by policy leaders.

Standards Become Real Through Service Learning

*Greg Eaton, Principal
Morris High School*

Morris High School students are involved in a variety of service-learning programs ranging from the environment to home repair. One such project is a partnership with the Pediatric Division of Morris Hospital. The idea was to brighten the hallways with murals familiar to young children. First, the art class planned and designed the murals. The students developed their ideas into preliminary drawings and selected colors, according to the art teacher, Ms. Laurie Mitchell.

Then they transferred their sketches to life size mural figures. The students had to measure the hospital wall and then decide upon the dimensions available and how to make the sketches into the mural size by using proportions. Next they transferred the designs to the walls at the hospital. The project took about 8 weeks to complete.

The Morris students felt a great sense of pride as they helped to make the childrens' ward a little more friendly for everyone, especially the sick children. This was the first time many of them had been involved in a school-community project and working with adults outside of school was a new experience.

The students loved being around the children but also came in touch with many health professionals. The nurses and other health occupations professionals were also admirers of the murals



Students discussing the mural for the hospital



Transferring the sketches to life-sized murals.



Transferring the design to the hospital wall

and found time to talk to the students about careers.

Over and over again, students remarked that through this service-learning project they found a greater meaning in education. In the reflection part of the service-learning activity, the students commented on how proud that they were that the murals helped to brighten the stay of the children at the hospital.

Other service-learning projects at Morris High School include a home improvement class landscaping one of the local parks; the science classes are in charge of a nature trail that identifies trees, foliage, etc., but it is also for the community to walk and get exercise; the history class has completed research on the Illinois/Michigan Canal for the State Park publication; and the foods class runs a restaurant open to parents and senior citizens. The students prepare all the food and work the business end as well.



Students working on the mural which took about 8 weeks to finish.



The nurses were also admirers of the murals and found time to talk to the students about careers in health occupations.

Illinois Learning Standards

Service-learning students experience progress toward the Illinois Learning Standards in math, communication, art, and writing and are exposed to many different health careers. They develop responsibility knowing they have to be at the hospital at a certain time.

For example, when students designed and developed the murals, they used State Math Goals 7C - 4a/4b which is making indirect measurements, including heights, distances,

using proportions; and also State Math Goal 9A - 4b - making perspective drawings and scale drawings.

They also used Fine Arts Goals #27 A5 to analyze how careers in the arts are expanding on technology and Fine Arts Goal #26 B 4d—demonstrate knowledge and skills that communicate clear and focused ideas based on planning research and problem solving.

Above all, the service-learning approach to the Illinois Learn-

ing Standards helped the students understand why the standards are important and lead to a more comprehensive understanding of math, the arts, communication, and problem solving.

They work on mastering these skills in other experiences outside the classroom when they design murals for merchants and other organizations in the community. And most important they discover that they have important skills needed and can give back to the community.

Designing a School Courtyard: Real World Learning in the Pouring Rain

A Learn and Serve Project

*Jennifer Nonnemacher
Rockford Environmental Science Academy*

The Rockford Environmental Science Academy opened its doors in 1999 with a hands-on and service-oriented curriculum. When the question came up about landscaping the new campus, Principal Roger Kingsbury, decided that the students would play an integral role. The environmental science teachers took responsibility for the project because they said it blended well with their existing curriculum and their philosophy of teaching.

Meeting Standards **IN LANGUAGE ARTS**

Student Activities: Throughout the project, the students were required to gather information on birds and plants that are native to northern Illinois. In addition, they were to record the information they acquired in a variety of formats including summaries, charts and reports, and make oral presentations to the class using a visual aids. A variety of guest speakers came into the classes and the students also went on field trips. These added to their experiences of listening and speaking effectively in a variety of situations.

State Goal #1

Read with understanding and fluency
Learning Standards A, B, & C

State Goal #3

Write to communicate a variety of purposes
Learning Standards A, B, & C

State Goal #4

Listen and speak effectively in a variety of situations.
Learning Standards A & B

State Goal # 5

Use the language arts to acquire, assess and communicate information.
Learning Standards A, B, & C

The first step was to plan an environmental theme for the courtyard. The students came up with the idea of creating a Wild Bird Sanctuary. The next step was to identify



Designing the courtyard, placing plants, flowers, walks, and trees into the design

birds that are native to Northern Illinois and find plants and flowers that would attract such birds. Once this list was developed, the students designed the courtyard.

We encountered a problem with the soil quality in the courtyard. Volunteers from the Rockford Area Gardeners Association advised us to bring in truckloads of compost to help enrich the soil. Unfortunately, every time we scheduled the compost to be delivered, the rain prevented it. Late in the school year, we had 3200 plants in our greenhouse and needed the compost delivered "yesterday." We finally received our two dump truckloads full of compost and everyone helped to haul this black dirt into the courtyard. At the end of the day one of our teachers remarked, "Today we moved a mountain!"



Planting 3200 flowers, shrubs, and herbs and the courtyard begins to take shape.



Moving the mountain of compost to the courtyard

Real-Life Learning

Many of the activities in which the students engaged in their environmental science course involved real-life learning. They created cement blocks for a pathway, assembled bird houses, built feeders, a trellis, and a bridge, and planned the landscape design. The most important lessons came when we traveled to MotherHouse, a childcare facility, and the students truly understood what it meant to

experience the restraints that time imposes on us in the working world. We had two days to complete the service-learning project at MotherHouse. About half of the work involved clean-up and preparing for the landscape project and the other half involved the planting of plants. The first day we worked in 80 degree heat and 100% humidity, and the second day it rained. We couldn't stop and go back another day.

The students found out quickly that there was no rest for the weary, and they had to work as a team to get their tasks accomplished. We could not leave the job unfinished because the kids at MotherHouse were counting on us to get their yard back into shape. The students learned the importance of teamwork, problem solving, work ethic, citizenship, and community pride.

The two environmental science teachers matched the Illinois Learning Standards to the lessons in which the students would need to participate in order to successfully plan and develop the courtyard. They then presented this to the students in steps they would be taking to complete the project. Principal Roger Kingsbury com-



Making concrete blocks by mixing the cement and putting it in a mold.



The completed concrete blocks provide a path through the trellis.

mended the students, "The courtyard development projects were unique learning experiences. Our students discovered that math, science, and language arts can be applied to real-world projects. These are the types of experiences that allow students to see the importance and satisfaction of applying their education."

Meeting Standards IN MATHEMATICS

Student Activities: The students worked in groups to plan all aspects of the project. This included planning the budget, creating a model built-to-scale of the courtyard, measuring the garden plots, and analyzing the soil quality and its proportions of nutrients. Worksheets and lab activities were developed by the teachers to lead the students through these exercises and also to assess their progress.

State Goal #6

Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios, and proportions

Learning Standards B, C, & D

State Goal #7

Estimate, make and use measurements of objects, quantities and relationships, and determine acceptable levels of accuracy.

Learning Standards A & C

State Goal #10

Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability

Learning Standards A, B, & C

Mastering Skills and Serving Others

From the onset of the project, the teachers felt that it was important for the students to replicate the courtyard project somewhere in the community. The students were asked to make recommendations on the site

Meeting Standards IN SCIENCE

Student Activities: Because the Learn & Serve Project was the vehicle in which the students were to learn about environmental science, the state goals and standards for science were heavily emphasized. Throughout the course of the semester, students were instructed on plant structure/diversity, habitat/niche, soil quality, growing conditions and a variety of other topics that connect the earth, physical and life sciences. The content of the course was taught with a hands-on, student-centered, problem solving approach that fostered the standards under State Goals 11, 12 & 13.

State Goal #11

Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems
Learning Standards A & B

State Goal #12

Understand the fundamental concepts, principles, and interconnections of the life, physical and earth/space sciences.
Learning Standards A & B

State Goal #13

Understand the relationships among science, technology and society in historical and contemporary contexts
Learning Standard A

Organizing materials and beginning the cleanup at the MotherHouse

and decided they wanted to do something that would benefit children. The MotherHouse, a non-for-profit agency that provides child-care for families in crisis, was the choice. We talked with the students about the service to the community that MotherHouse provides. As teachers, we visited MotherHouse and discovered just how great their needs were. These needs were also evident to the students as they completed their service-learning project on the grounds of MotherHouse.

Our students were praised for their work in a letter from Patricia Michaelson, Executive Director of MotherHouse. She wrote, "We want to thank you for all of your very hard work, careful planning, and for sticking to a difficult project to finish it, even through the pouring rain. Because of the work you have done at MotherHouse, many small children will be able to enjoy beautiful colors,



shapes, and smells; watch plants change and grow through the cycle of the seasons and simply wonder at mysterious nature. You have given a truly precious gift."

For additional information, contact Jennifer Nonnemaker, Rockford Environmental and Science Academy, 815-489-5509
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Linking Standards and Service Learning

Richard Miguel, Illinois State Board of Education

The ultimate goal of standards-led education is to guide students progressively through more challenging and purposeful learning experience that will equip them with the knowledge and skills they need to succeed in college and careers. We have seen much progress in aligning curriculum and instruction with the standards but less so in using the standards “to raise the bar” of achievement.

We would like to see students, parents, and the community more

involved in standards-led education. Our evaluation of standards implementation shows that very little is being done to make this happen.”

Richard Miguel is the Division Administrator for Standards with the Illinois State Board of Education



Richard Miguel

STANDARDS ASSESSMENT

How did we know the students were actually getting it?

The students were assessed by a variety of measures. Each student was required to keep an interactive notebook that included day to day accounts of research and activities leading to the development of the Wild Bird Sanctuary in the courtyard. The students were given written tests to assess their knowledge of the science content as well as the aspects of creating and balancing a budget. Students also submitted

written reports, designed models and brochures, and made oral presentations to the class. When at all possible, the assessments of student learning were authentic and continual. The students who are typically strong in their academic work demonstrated their learning mostly through their written work. However, it was most exciting to see those students who typically do not have much success in school.

Resources for Service Learning

Campus Compact, Brown University
www.compact.org
401-863-1119

Constitutional Rights Foundation
www.crf-usa.org
213-487-5590

Corporation for National Service
www.nationalservice.org
202-606-5000

Education Commission of the States
www.ecs.org
303-299-3644

Learning Indeed
www.learningindeed.org

Nat I Dropout Prevention Center
www.dropoutprevention.org
864-656-2599

National Society for Experiential Education
www.nsee.org
703-575-5475

National Service-Learning Clearinghouse
www.nicsl.colored.umn.edu

National Youth Leadership Council
www.nylc.org 651-631-3672

In Illinois

Illinois Campus Compact
Illinois State University
309-438-8123

Intergenerational Initiative
Southern Illinois University
www.siu.edu/offices/iii
618-453-1186

Learn and Serve
www.isbe.il.state.us/learnserve
312-814-7043

P-16+ Service Learning News
<http://mccoy.lib.siu.edu/p16>

Service-Learning and Teacher Education

Jeffrey Anderson, Seattle University

Throughout the 1990s, the use of service-learning increased dramatically in both K-12 and teacher education. Educators at all levels report that well-designed and implemented service-learning activities can help address unmet community needs while simultaneously providing students the opportunity to gain academic knowledge and skills (Root, 1997). Researchers and teachers note that service-learning often increases student self-esteem, promotes personal development, and enhances a sense of social responsibility and personal competence (Council of Chief State School Officers, 1995).

What Is Service-Learning?

Service-learning may be described as both a philosophy of education and an instructional method. As a philosophy of education, service-learning reflects the belief that education should develop social responsibility and prepare students to be involved citizens in democratic life. As an instructional method, service-learning involves a blending of service activities with the academic curriculum in order to address real

community needs while students learn through active engagement. A growing body of research indicates that carefully planned and implemented service-learning projects can contribute to both K-12 students' and preservice teachers' learning and growth (Conrad & Hedin, 1991; Root, 1997).

Rationale for Service-Learning in Teacher Education

Teacher educators cite the following reasons for integrating service-learning into their courses: (1) to prepare new teachers to use service-learning as a teaching method with their K-12 students; (2) to help socialize teachers in the essential moral and civic obligations of teaching, including teaching with "care," fostering life-long civic engagement, adapting to the needs of learners with diverse and special needs, and having a commitment to advocate for social justice for children and families; (3) to enhance preservice teachers' ability to reflect critically on current educational practices and their own teaching; (4) to develop in preservice teachers the dispositions



An education major at North Central College reads with a fifth-grade student as part of her service-learning program.

and abilities needed to easily and fully adopt other educational reforms such as authentic assessment, teaching with integrated thematic units, focusing on higher order thinking skills, and making improvements in school schedules and climate; (5) to accelerate the process of learning how to perform a variety of roles needed to meet the needs of students such as counselor, community liaison, advocate, and moral leader; and (6) to develop human service oriented teachers who can work effectively in schools with integrated services or other social service settings.

Distinguishing Community Service, Service-Learning, and Other Forms of Experiential Education

Service-learning, community service, internships, and other types of field education such as student teaching are all forms of experiential education. They do differ, however, as to their primary focus and beneficiaries. Community service involves students providing assistance to individuals, organizations, or the community.

PRINCIPLES OF GOOD PRACTICE for Service-Learning in Preservice Teacher Education

- 1. Preservice teachers should prepare to use service-learning as a pedagogy by participating in service-learning experiences as well as in-class study of principles of good service-learning practice.
 - 2. Teacher education faculty involved with service-learning should have a clear understanding of service-teaming theory and principles of good practice and model these principles in their use of service-learning as a teaching method.
 - 3. Teacher education courses that include service-learning should be grounded in theories and practices of teaching and learning which are congruent with service learning.
 - 4. The design, implementation, and evaluation of service-learning projects should reflect all stakeholders' needs and interests, including those of preservice teachers, P-12 students, and community members.
 - 5. Reciprocity and mutual respect should characterize the collaboration among teacher education programs, P-12 schools, and the community.
 - 6. Preservice teachers should participate in multiple and varied service-learning experiences that involve working with diverse community members.
 - 7. Preservice teachers should participate in a variety of frequent and structured reflection activities and be prepared to facilitate reflection with their future students.
 - 8. Preservice teachers should learn how to use formative and summative assessment to enhance student learning and measure service-learning outcomes.
 - 9. Teacher educators should align service-learning outcomes with program goals and state and national standards for teacher certification and program accreditation.
 - 10. The teacher education program, institution, and the community should support service-learning by providing the resources and structural elements necessary for continued success.
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The assistance can be direct (preparing meals in a shelter for the homeless or picking up trash in a park) or indirect (organizing a food drive or doing clerical work for a social service agency). In all cases, the primary focus is on providing a service recipient. Internships focus primarily on the student's learning and the primary beneficiary is the service provider. Service-learning involves blending the key elements of community service and internships so both the service providers and the service recipients benefit. These benefits result from a dual focus on the service being provided and the learning that will occur (Furco, 1996).

Conclusion

Service-learning appears to have considerable potential as a method to achieve important goals of both K-12 education and teacher preparation. Initial research results, teacher educators, and preservice teachers all suggest that service-learning can be a worthwhile and powerful teaching experience. But there are many challenges to its successful use in teacher education, including the already overcrowded curriculum, the difficulties of arranging successful K-12 and community service-learning sites, and linking service-learning to state and national teacher education accreditation standards. As more teacher



Preservice students from Rend Lake College share teaching customs of old in a one-room school house. It is history, service learning, and good teaching.

educators take on these challenges, innovative and successful approaches may emerge.

Jeffrey Anderson is an Associate Professor of Education at Seattle University. For the past ten years he has taught a service-learning course for preservice teachers. He is currently the Associate Director of the American Association of Colleges of Teacher Education National Service Learning in Teacher Education Partnership.



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- Root, S.C. (1997). School-based service: a review of research for teacher educators. In J. Erickson and J. Anderson (Eds.), *Learning with the community: concepts and models for service learning in teacher education*. Washington, DC: AAHE

ERIC Clearinghouse on Teaching and Teacher Education, (800) 822-9229
<http://www.ericsp.orgquery@aacte.org>
 Mary E. Dilworth, Director, Judy A. Beck, Associate Director

Comments from Faculty and Deans on Service Learning*

"We need to be educating our students about the ways a democracy works and that includes grounded experience in community building. These experiences are valuable in and of themselves but also wonderful springboards for writing, reading, and other kinds of assignments." Keith Hillkirk, Dean, College of Education, Southern Illinois University at Carbondale

"Everyone needs to develop a common understanding of what service learning is, why people are paying attention to it, what forms it comes in, and who puts such programs in place." Victoria Chou, Dean, College of Education, University of Illinois/Chicago

"When implemented appropriately, service learning provides students with personal experiences that relate to

concepts under study in the classroom. Michael Feldman, Elmhurst College"

Teachers and all educators need to be aware of and committed to the communities that they serve. Cynde Kuck, Dean, College of Education, Concordia University

I believe in the objectives for service learning but I do get concerned at the potential for service to "drive" the educational program. As important as service may be, the educational program must be driven by a broader set of concerns. Lawrence Breitborde, Dean, Knox College

Service to others is part of the commitment required for professionals such as teachers, school psychologists, etc. Margaret Fong, Loyola University

P-16+ Service Learning and teacher education

"Service learning should be a part of the experience for all students in higher education." Joan Sattler, College of Education and Health Sciences, Bradley University

"Service learning should be a part of each discipline's curriculum, K-16." Larry Stonecipher, UI-Springfield

"I would encourage all college students, especially Freshmen, to participate in service learning, some of which might be in K-12 schools." Jerald Hunt, Millikin University

"Service learning should be integrated to some extent throughout. . . life is education." Frank Sorenson, Monmouth College

The potential for service learning in the curriculum

■ It has great potential, but I have to admit it is NOT a focus area as we are preparing for meeting new NCATE and state standards (neither of which include it). Elizabeth Hitch, Dean, Eastern IL University

■ Through seminars where students are helped to see what they are learning and teachers can

then use that learning as ways to contextualize new learning. Mildred Griggs, Dean, College of Education, University of Illinois Urbana/Champaign

■ Ideally service learning should be totally integrated into the curriculum. Beverly Gulley, Dean of Education, Xavier University

■ Let's be honest. Doing effective service learning is more work and an additional load for educators at all levels. It is more work, but it is worth it for the value added to individuals' lives and education. Mary Polite, Southern Illinois University at Edwardsville

*Comments from Deans and Faculty were provided during a 1999 survey on service learning.

A Stone Soup Prototype: Retirees and Learning Standards

Jane Angelis, Editor

Three tired and hungry soldiers, trudged down the road in a strange land. Villagers hid every morsel of food so that when the soldiers asked to share a meal, there was nothing. "Well then," said the soldiers, "we'll have to make some stone soup."

Amazed, the villagers brought a large pot filled with water and built a fire. The soldiers dropped three round stones into the pot saying, "Stones like these generally make good soup. But oh, if there were carrots, it would be much better."

"Why, I think I have a carrot or two," said one villager, who brought back an apron full. And so it went. Each time the soldiers agreed that the soup would be good but could be better with another ingredient, it was mysteriously produced. When the soup was ready, everyone feasted and all because of the three round stones (Marcia Brown, 1947).

Children's literature often presents solutions to life's problems in a simple, logical, common-sense way.

Like the soldiers looking for a meal, the educational system is looking for ways to promote the learning standards, measures of what students should know. Older adults have the symbolic carrots to help with reading, the potatoes to help with math, and all sorts of herbs and spices—their creativity and love of education—to make achieving standards become fun.

How can this happen? It is already happening to a small degree through older learner programs on university and community college campuses. Just as retirees are flocking to community colleges and university campuses to enrich their lives, many are also getting connected to schools and campus programs to offer their expertise.

Higher Education is the New Intergenerational Frontier

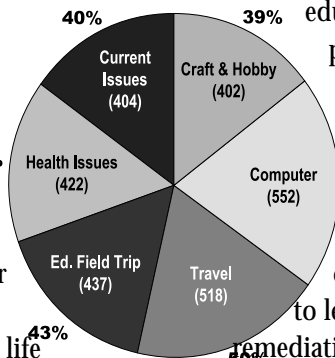
Like explorers, we are entering new territory in intergenerational relationships and programs. With the dramatic rise in young retirees and the increased reaching out to nursing homes and the oldest old, we are

experiencing a growing resource, often not connected to service opportunities in schools.

Education is an important value to older people and interest in continuing their education is evident in the graying of campuses. A conservative estimate of older learners (55+) on Illinois community college and university campuses is 60,000. They are interested in enriching their lives with education, staying connected to peers and younger people, and coping with the challenges of aging.

A 1998 study of 1119 older adults was conducted by 21 community colleges and universities to identify their learning and service habits. The survey asked questions about the preference of courses, why older adults take courses, their volunteer habits, and their attitudes toward education. It shouldn't be surprising that the most cited course was computers.

That was followed closely by travel, educational field trips, health issues, fine arts, current affairs and craft or hobby. Other courses of choice included coping with life changes, financial planning, spiritual issues, and academic subjects.



Older adults were asked why they would take a class: Their responses were personal interest, pleasure, enrichment, learning a new skill, and improving health. Most older adults volunteered regularly (61%) and of those that did, most (49%) volunteered 2-5 hours per week; 18% volunteered 10-20 hours per week. Clearly, the aging population is a sleeping giant, a growing group of individuals on our campuses with the potential to help students at all levels receive a quality education and to help achieve the Illinois Learning Standards.

P-12 Learning Standards are a Priority with Higher Education

The Illinois Commitment, an Illinois Board of Higher Education document that sets long-term goals for higher education, targets academic performance and preparing college-ready and work ready students. Higher education has a stake in the learning standards. If standards are accomplished, students will come to higher education ready to learn, rather than ready for remediation. Community college and university presidents are joining with regional superintendents throughout the

state to strengthen ties and discuss how higher education can play a more important role in achieving the learning standards through service learning. Retirees can be part of the seamless system of education that links all generations in achieving educational goals, meeting real community needs, and preparing good citizens of all ages.

The parallel is evident between *Stone Soup*, retirees, and the learning standards. The soldiers in *Stone Soup* had to be imaginative to get a meal. They embraced the helpful spirit of the villagers and enticed them into a making a wonderful soup together. The educational system is already working diligently to advance standards. By embracing the helpful spirit of retirees, education can inveigle them into a captivating project, one that IBM retiree, Russ Marineau says provided "a chance to give back to education all that it gave to me."

In the end, we will have 3rd graders who can read at grade level and beyond, high school graduates who are ready for the rigors of work and college, and involved citizens--the ultimate prize of a quality education.

Coming and Past Events . . .

LifeLong: Older Adult Learners on Campus

*Teresa Pickarts, Dean
Spoon River College
Recorder*

The fall meeting of LifeLong was held at the Illinois Board of Higher Education on October 16th. The meeting was called to order by Dean Sherry Berg, Carl Sandburg College, at 10:00 a.m. on October 16th. Dr. Douglas Day, Deputy Director, Illinois Board of Higher Education, presented a study on education enrollment and demographics. Enrollment growth from 1980-1999 in Illinois reflects a .6% decrease in public universities, 5.4% decrease in community colleges and 25.9% growth at private institutions which reflected overall growth of 2.9%.

Next, Sherry Berg led a discussion on the different types of older students. One characterization of them is the go/go group, the slow/go group and the no/go group. "We must respond in different ways to the diversity of older adult learners." The morning session concluded with a discussion of the fee structure for courses.

The afternoon session highlighted a presentation by SIU-Edwardsville on linking service on campuses to senior programs. Dr.

Anthony Traxler, Gerontology and Suzanne Kutterer-Siburt, Director of Leadership Center, discussed the ways they work together and join forces for the benefit of both. The group explored potential connections with campus service components and older learner programs on their campuses.

The meeting concluded with a brief overview of Illinois Campus Compact by Executive Director Kathy Engelken. The next meeting of Lifelong will be on March 27th.

Next LifeLong Meeting

March 27, 2001
10:30 to 2:30
Springfield
Illinois Community College Board
For further information, contact
Jane Angelis, 618-453-1186,
ilii@siu.edu
FAX 618-453-4295

Background on LifeLong

LifeLong was established by the Illinois Community College Board and the Intergenerational Initiative in 1991. The purpose of LifeLong is to promote collaborative activities among community colleges and universities with a focus on educational programs for older adults. Membership, as listed by the LifeLong Directory, includes older adult learner programs in 27 community colleges and 6 universities. The largest program is at the College of DuPage, with 6,700 students in 1998. Most of the programs are peer led and managed with the help of institutional staff. The cost of the courses varies from course to course and campus to campus.

DATESAVER

Tenth Anniversary Celebration of LifeLong

November 1, 2001
Illinois State University, Normal
www.siu.edu/offices/iii